

Jeddito Public School

ARIZONA SCHOOL REPORT CARD 2003-04

Mile Post 408, Hwy 264, Keams Canyon, AZ 86034

Cedar Unified District

AZ LEARNS¹

Elementary
Achievement Profile *

Underperforming*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Gary Hicks
Schedule : 7:30 AM to 5:00 PM
Grades : K-8
2003 Enrollment : 421
Web Address :
Phone Number : (928) 738-2334
Fax Number : (928) 738-5134
E-mail : ghicks@cusd25.k12.az.us

Mission

Jeddito School will ensure that every student will learn and develop intellectually, physically, and socially. By understanding our heritage, we will prepare our students to accept the challenges that are presented today and in the future.

School / Academic Goals

- ü All students will be challenged with grade-level, academic standards-based instruction. Weekly assessment will ensure mastery of objectives. A wide variety of learning strategies for LEP/ESL students will be used to teach concepts.
- ü Classrooms are cabled for six computers; each will have a minimum of three computers. Accelerated Reader/Math and Internet access will be available throughout school. Staff development will focus on training in the basics/technology integration.

Instructional Programs

- ü Full-day Kindergarten
- ü College Stipends for Support Staff
- ü Native Language and Culture
- ü After School Enrichment/CLIP

Enrollment

October 1, 2002 School Year Student Enrollment : 433
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/11/2003
Last Day of School : 5/14/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

Council Duties

- School Administrator(s)
- Non-certified Employee(s)
- Teacher(s)
- Parent(s)
- Community Member(s)
- Student(s)

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	30.00
Other Professional Staff	4.00	Teacher Aide	20.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	2	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	0	0	0
10 or more years	11	4	0	0

Shared Responsibilities

School

Reading and writing are essential for the success of our students in an ever-changing global society. Jeddito's students read and write daily to meet or exceed grade level standards. Jeddito staff members expect excellence in academic achievement.

Parents

Recognizing that successful learning requires a partnership among parents, community and school parents and teachers work together to create literate students. A home liaison helps facilitate the link between school and home.

Resources Available at School Site

Special Facilities

- ü Library with Internet Access
- ü 2 Computer Labs + 3 Computers per Class

Extracurricular Activities

- ü Student Council (Grades 6-8)
- ü Year-round Sports Program (Grades 4-8)
- ü Girl Scout Program
- ü Educational Field Trip

Social Services

- ü On-site Dental and Health Services
- ü Family Recreational Activities
- ü Parent Educational Activities
- ü Culture Center Craft Classes

Transportation Policy

Students are picked up as close as possible to their homes. Distances traveled range up to 55 miles one-way over unimproved dirt roads that may become very muddy. All students are expected to maintain appropriate behavior while riding the bus.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Specific diagnostic assessment conducted on every child to ensure that instruction is targeted at the individual needs of students in reading and math.

- ü Language arts curriculum revised and aligned to Arizona Academic Standards. Accelerated Reading Program implemented grades 1-8. New textbook adoptions in reading for 2002-03 school year.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü North Central Association Accreditation Without Warning	2003

Student Activity Rates for School Year 2002-03

	% School	Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	25	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	12	10	10	9
Promotion Rate ⁶	96	99	98	95
Retention Rate ⁷	4	1	2	5
Dropout Rate ⁸	0			8
Status Unknown ⁹	0			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	32	65
Grades 3-4	78	84
Grades 4-5	63	92
Grades 5-6	77	91
Grades 6-7	61	95
Grades 7-8	73	82

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	75372	95	95	101	457	457	523	50	50	9	33	33	25	17	17	36	0	0	30
All Students (Prior Year)	45	45	70809	NA	NA	NA	437	437	518	67	67	11	21	21	27	13	13	35	0	0	27
Female	22	22	36901	92	92	101	462	462	524	50	50	8	25	25	25	25	25	36	0	0	31
Male	16	16	38385	100	100	101	449	449	523	50	50	9	50	50	24	0	0	36	0	0	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	16
Hispanic	--	--	29103	--	--	99	--	--	510	--	--	12	--	--	31	--	--	36	--	--	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	38	38	5086	95	95	114	457	457	491	50	50	22	33	33	38	17	17	28	0	0	12
White	--	--	34597	--	--	98	--	--	535	--	--	4	--	--	20	--	--	38	--	--	38
Students with Disabilities	NC	NC	8057	NC	NC	99	NC	NC	496	NC	NC	23	NC	NC	31	NC	NC	28	NC	NC	17
Students without Disabilities	33	33	67315	94	94	101	457	457	525	50	50	8	33	33	24	17	17	37	0	0	31
Limited English Proficient Students	31	31	16925	NA	NA	112	436	436	482	80	80	27	20	20	40	0	0	26	0	0	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	38	38	26325				457	457	504	50	50	15	33	33	34	17	17	33	0	0	18
Non-Economically Disadvantaged	--	--	49047				--	--	530	--	--	6	--	--	21	--	--	37	--	--	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	75221	95	95	101	492	492	523	25	25	8	42	42	16	33	33	56	0	0	21
All Students (Prior Year)	45	45	70860	NA	NA	NA	481	481	524	42	42	9	29	29	17	25	25	45	4	4	30
Female	23	23	36833	96	96	100	496	496	526	13	13	6	50	50	15	38	38	56	0	0	23
Male	15	15	38319	94	94	101	482	482	520	50	50	9	25	25	17	25	25	56	0	0	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	--	--	29019	--	--	99	--	--	513	--	--	12	--	--	21	--	--	55	--	--	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	38	38	5071	95	95	114	492	492	502	25	25	20	42	42	27	33	33	46	0	0	8
White	--	--	34543	--	--	97	--	--	531	--	--	4	--	--	12	--	--	58	--	--	26
Students with Disabilities	NC	NC	8006	NC	NC	99	NC	NC	505	NC	NC	22	NC	NC	23	NC	NC	42	NC	NC	13
Students without Disabilities	33	33	67215	94	94	101	492	492	524	25	25	7	42	42	16	33	33	56	0	0	21
Limited English Proficient Students	31	31	16853	NA	NA	112	478	478	489	40	40	29	60	60	36	0	0	32	0	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	38	38	26256				492	492	509	25	25	14	42	42	24	33	33	51	0	0	11
Non-Economically Disadvantaged	--	--	48965				--	--	528	--	--	5	--	--	13	--	--	58	--	--	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	73654	80	80	99	504	504	530	9	9	9	64	64	13	18	18	70	9	9	7
All Students (Prior Year)	43	43	68592	NA	NA	NA	485	485	542	42	42	9	13	13	12	46	46	63	0	0	16
Female	22	22	36239	92	92	99	509	509	537	0	0	7	63	63	11	25	25	72	13	13	10
Male	10	10	37301	63	63	98	489	489	523	33	33	12	67	67	15	0	0	68	0	0	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	--	--	28348	--	--	96	--	--	520	--	--	13	--	--	17	--	--	65	--	--	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	32	32	4947	80	80	111	504	504	507	9	9	22	64	64	22	18	18	53	9	9	3
White	--	--	33924	--	--	96	--	--	537	--	--	5	--	--	10	--	--	75	--	--	9
Students with Disabilities	--	--	7306	--	--	90	--	--	506	--	--	24	--	--	20	--	--	52	--	--	4
Students without Disabilities	32	32	66348	91	91	100	504	504	531	9	9	8	64	64	13	18	18	71	9	9	8
Limited English Proficient Students	25	25	16422	NA	NA	109	482	482	495	25	25	30	75	75	27	0	0	43	0	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	32	32	25711				504	504	514	9	9	16	64	64	19	18	18	61	9	9	3
Non-Economically Disadvantaged	--	--	47943				--	--	535	--	--	7	--	--	11	--	--	74	--	--	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	54	76230	102	102	101	433	433	498	50	50	12	47	47	38	3	3	12	0	0	37
All Students (Prior Year)	54	54	72888	NA	NA	NA	452	452	494	24	24	14	63	63	40	7	7	12	5	5	34
Female	32	32	37247	97	97	100	432	432	500	45	45	11	50	50	40	5	5	13	0	0	37
Male	20	20	38725	100	100	101	434	434	497	64	64	14	36	36	37	0	0	12	0	0	37
African American	--	--	3594	--	--	96	--	--	476	--	--	22	--	--	46	--	--	11	--	--	21
Hispanic	--	--	28100	--	--	98	--	--	482	--	--	18	--	--	47	--	--	11	--	--	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	54	54	5292	102	102	113	433	433	463	50	50	31	47	47	47	3	3	8	0	0	14
White	--	--	35389	--	--	96	--	--	514	--	--	6	--	--	32	--	--	14	--	--	48
Students with Disabilities	12	12	9022	120	120	105	NA	NA	465	NA	NA	31	NA	NA	43	NA	NA	8	NA	NA	17
Students without Disabilities	42	42	67208	98	98	100	433	433	500	50	50	12	47	47	38	3	3	12	0	0	38
Limited English Proficient Students	28	28	14826	NA	NA	113	432	432	460	57	57	31	43	43	51	0	0	8	0	0	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	53	53	25037				433	433	477	50	50	21	47	47	47	3	3	11	0	0	21
Non-Economically Disadvantaged	NC	NC	51193				NC	NC	507	NC	NC	9	NC	NC	35	NC	NC	13	NC	NC	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	54	76202	102	102	101	487	487	505	52	52	19	31	31	24	17	17	46	0	0	11
All Students (Prior Year)	54	54	72779	NA	NA	NA	492	492	505	30	30	21	42	42	20	28	28	43	0	0	15
Female	31	31	37231	94	94	100	488	488	507	53	53	16	32	32	24	16	16	48	0	0	13
Male	22	22	38718	110	110	101	485	485	503	50	50	22	30	30	24	20	20	44	0	0	10
African American	--	--	3600	--	--	97	--	--	497	--	--	28	--	--	29	--	--	39	--	--	5
Hispanic	--	--	28090	--	--	98	--	--	497	--	--	28	--	--	30	--	--	37	--	--	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	54	54	5311	102	102	113	487	487	491	52	52	38	31	31	31	17	17	28	0	0	3
White	--	--	35371	--	--	96	--	--	512	--	--	10	--	--	20	--	--	54	--	--	16
Students with Disabilities	13	13	9097	130	130	106	NA	NA	493	NA	NA	39	NA	NA	27	NA	NA	29	NA	NA	5
Students without Disabilities	41	41	67105	95	95	100	487	487	506	52	52	18	31	31	24	17	17	47	0	0	12
Limited English Proficient Students	30	30	14780	NA	NA	113	480	480	486	86	86	50	14	14	32	0	0	18	0	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	52	52	24961				487	487	495	52	52	32	31	31	30	17	17	34	0	0	4
Non-Economically Disadvantaged	NC	NC	51241				NC	NC	509	NC	NC	14	NC	NC	22	NC	NC	51	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	51	74692	96	96	99	451	451	502	60	60	18	30	30	27	7	7	47	3	3	8
All Students (Prior Year)	49	49	70710	NA	NA	NA	475	475	512	32	32	17	44	44	26	22	22	42	2	2	16
Female	30	30	36710	91	91	99	460	460	509	53	53	14	32	32	26	11	11	50	5	5	10
Male	19	19	37742	95	95	98	434	434	495	70	70	22	30	30	28	0	0	44	0	0	6
African American	--	--	3516	--	--	94	--	--	487	--	--	26	--	--	31	--	--	39	--	--	4
Hispanic	--	--	27492	--	--	96	--	--	486	--	--	27	--	--	32	--	--	38	--	--	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	51	51	5166	96	96	110	451	451	470	60	60	39	30	30	32	7	7	27	3	3	2
White	--	--	34785	--	--	94	--	--	517	--	--	10	--	--	23	--	--	56	--	--	11
Students with Disabilities	10	10	8428	100	100	98	NA	NA	472	NA	NA	38	NA	NA	30	NA	NA	29	NA	NA	3
Students without Disabilities	41	41	66264	95	95	99	451	451	503	60	60	17	30	30	27	7	7	48	3	3	8
Limited English Proficient Students	26	26	14363	NA	NA	109	443	443	459	57	57	47	29	29	34	14	14	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	51	51	24507				451	451	480	60	60	31	30	30	33	7	7	33	3	3	3
Non-Economically Disadvantaged	--	--	50185				--	--	511	--	--	13	--	--	24	--	--	53	--	--	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	71167	92	92	99	426	426	463	76	76	38	24	24	41	0	0	14	0	0	7
All Students (Prior Year)	61	61	66213	NA	NA	NA	407	407	459	77	77	39	20	20	40	2	2	14	0	0	7
Female	31	31	34825	91	91	99	428	428	462	71	71	38	29	29	42	0	0	14	0	0	6
Male	23	23	36047	88	88	99	423	423	464	83	83	38	17	17	39	0	0	15	0	0	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	--	--	23643	--	--	97	--	--	445	--	--	53	--	--	37	--	--	8	--	--	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	55	55	5161	93	93	103	426	426	435	76	76	63	24	24	30	0	0	5	0	0	2
White	--	--	35245	--	--	95	--	--	476	--	--	26	--	--	45	--	--	19	--	--	10
Students with Disabilities	NC	NC	8095	NC	NC	104	NC	NC	426	NC	NC	69	NC	NC	25	NC	NC	5	NC	NC	1
Students without Disabilities	53	53	63072	102	102	99	426	426	464	76	76	37	24	24	41	0	0	15	0	0	7
Limited English Proficient Students	38	38	10317	NA	NA	111	414	414	426	88	88	72	13	13	25	0	0	2	0	0	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	54	54	17057				426	426	440	76	76	58	24	24	34	0	0	6	0	0	2
Non-Economically Disadvantaged	NC	NC	54110				NC	NC	468	NC	NC	33	NC	NC	43	NC	NC	16	NC	NC	8

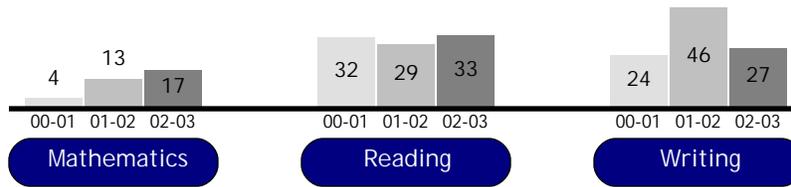
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	55	71100	92	92	99	466	466	502	64	64	25	18	18	21	18	18	40	0	0	15
All Students (Prior Year)	62	62	66144	NA	NA	NA	473	473	504	55	55	24	27	27	20	14	14	40	5	5	16
Female	30	30	34801	88	88	99	471	471	505	50	50	21	30	30	22	20	20	42	0	0	15
Male	24	24	36010	92	92	99	459	459	499	85	85	28	0	0	20	15	15	38	0	0	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	--	--	23630	--	--	96	--	--	485	--	--	37	--	--	25	--	--	32	--	--	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	55	55	5144	93	93	102	466	466	478	64	64	46	18	18	24	18	18	25	0	0	5
White	--	--	35198	--	--	95	--	--	515	--	--	15	--	--	18	--	--	47	--	--	21
Students with Disabilities	NC	NC	8121	NC	NC	105	NC	NC	470	NC	NC	55	NC	NC	20	NC	NC	21	NC	NC	4
Students without Disabilities	53	53	62979	102	102	99	466	466	503	64	64	23	18	18	21	18	18	41	0	0	15
Limited English Proficient Students	38	38	10304	NA	NA	110	454	454	462	69	69	63	19	19	23	13	13	13	0	0	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	54	54	17040				466	466	483	64	64	40	18	18	25	18	18	29	0	0	6
Non-Economically Disadvantaged	NC	NC	54060				NC	NC	507	NC	NC	20	NC	NC	20	NC	NC	43	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	49	69001	82	82	96	465	465	490	31	31	17	55	55	37	14	14	45	0	0	1
All Students (Prior Year)	61	61	63579	NA	NA	NA	458	458	493	43	43	15	50	50	42	7	7	41	0	0	2
Female	27	27	34086	79	79	97	474	474	496	17	17	13	67	67	36	17	17	51	0	0	1
Male	21	21	34644	81	81	95	451	451	484	55	55	22	36	36	39	9	9	38	0	0	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	--	--	22656	--	--	92	--	--	476	--	--	27	--	--	43	--	--	30	--	--	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	49	49	4940	83	83	98	465	465	469	31	31	34	55	55	43	14	14	23	0	0	0
White	--	--	34501	--	--	93	--	--	500	--	--	10	--	--	34	--	--	55	--	--	1
Students with Disabilities	NC	NC	7386	NC	NC	95	NC	NC	459	NC	NC	46	NC	NC	37	NC	NC	17	NC	NC	0
Students without Disabilities	48	48	61615	92	92	97	465	465	491	31	31	16	55	55	37	14	14	45	0	0	1
Limited English Proficient Students	33	33	9662	NA	NA	104	462	462	454	31	31	51	62	62	40	8	8	9	0	0	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	48	48	16383				465	465	472	31	31	30	55	55	43	14	14	26	0	0	0
Non-Economically Disadvantaged	NC	NC	52618				NC	NC	494	NC	NC	14	NC	NC	36	NC	NC	49	NC	NC	1

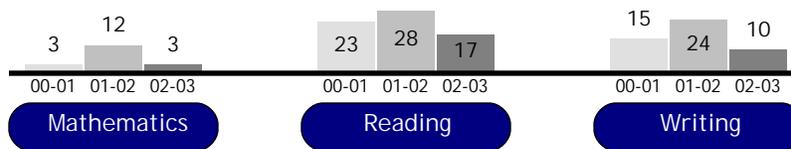
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

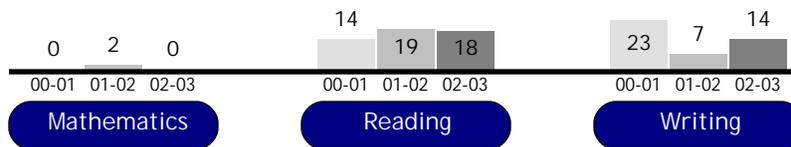
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	64	16	19	53	100	30	30	44	95	37	37	50
	Language	75	6	8	45	100	22	22	39	98	21	21	43
	Mathematics	74	13	13	56	100	32	32	52	98	34	34	57
3	Reading	74	17	20	50	100	12	12	43	100	20	20	47
	Language	77	19	22	55	100	17	17	50	100	35	35	54
	Mathematics	77	13	16	53	100	10	10	50	100	24	24	54
4	Reading	75	28	29	55	98	16	16	47	98	16	16	52
	Language	86	27	27	50	98	23	23	45	100	24	24	48
	Mathematics	82	25	26	56	100	22	22	52	100	20	20	57
5	Reading	78	26	25	51	100	23	23	46	96	17	17	50
	Language	90	17	18	46	100	26	26	43	96	19	19	46
	Mathematics	93	25	24	56	100	32	32	54	96	28	28	57
6	Reading	81	33	34	54	100	23	23	49	100	24	24	53
	Language	98	25	27	46	100	15	15	42	100	22	22	45
	Mathematics	94	32	35	61	100	28	28	58	96	46	46	62
7	Reading	98	27	29	53	100	24	24	48	90	20	20	51
	Language	87	27	30	55	100	30	30	51	94	27	27	54
	Mathematics	96	39	40	57	100	30	30	54	100	37	37	58
8	Reading	98	32	32	55	100	27	27	49	98	25	25	53
	Language	98	23	23	50	100	28	28	46	98	24	24	49
	Mathematics	98	24	24	57	100	38	38	54	100	37	37	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The district is staffed with a full-time nurse, counselor and school safety officer. The entire district staff is trained in preventative programs that equips them with strategies to deal effectively with students in crisis.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

4

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Gary Hicks	(928) 738-2334
Transportation Policy		
Community Resources	Susie Hevel	(928) 738-2334
School Nutrition Programs	Elizabeth Kee	(928) 738-2334
Parent Organization	Cathy Whitehorn	(928) 738-2334
Student Health/Nurse	Hazel Siow	(928) 738-2334

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards